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Books for Children

BY

Emma Gibbons






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BOOKS FOR CHILDREN

A SECOND EDITION
OF
LITERATURE FOR CHILDREN
BY
EMMA GIBBONS

BUFFALO, N. Y.
PRIVATELY PRINTED
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One is sometimes puzzled as to just what books to pick out for children to read. "Books for children" offers lists of the best written, the best edited, the best illustrated of all the books written for the child.

I wish to thank the young ladies in the children's room of the Buffalo Public Library for their valuable assistance to me in the preparation of these lists.

Suggestions and lists on

Story books, fairy tales

Literature

Epics, hero tales

Classics

Poetry

History

Travel

Nature study

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BOOKS FOR CHILDREN

It is not the quantity but the quality of the literature for your children that you should have regard to. One book rich in imagery, strong in its expression of fancy or fact, inspiring in spirit, is the one to give and to feed the child upon.

In the whole field of literature for children few such books are to be found. One object of this book is to bring to the notice of mothers these few books, and to show how and when to present them to the child so that he may get the greatest good from them.

If a child is trained to care for good literature he will not care for poor. At the outset, tell or read to him a few good stories suited to his understanding; repeat these until they are his and he loves them. Add others to them as you see he is ready for them. Build in this way carefully. If, after a fair trial, you find that a story you

think the child should read has no interest for him, drop it. Do not persist in trying to make him take it. Perhaps the story is too old for him, perhaps it does not please his personal taste. We all have a right to our own tastes providing, of course, those tastes do not lead to that which is harmful.

If he stays on fairy tales longer than you think good for him, or if he refuses Greek myths when you think he is the right age for them, be patient; children are not all alike. The right age differs with different children. Try to intensify the child's interest in what he is already interested in and you will help him more wisely.

In order to intensify a child's interest, help him to more fully realize situations, descriptions, to understand unfamiliar expressions, comparisons and so on. Most of all, help him to get more and more into the spirit of the story. This expression appears in one of Howard Pyle's fairy tales: "When the King saw that it was only a stone he was so angry that he stamped like a rabbit." The circumstances under which this happened were

peculiarly trying to this King. Mr. Pyle wishes to show how strongly the King felt by the way he expressed himself. Have you ever seen rabbits stamp when they are angry? Watch them, and you will see the force of this expression. If the child does not know, he has lost a good picture and much fun.

Good illustrations emphasize the text and make it clear. Half the fun is gone from Uncle Remus without Mr. Frost's illustrations. I think the children would hardly understand Kipling's Jungle book if Mr. Blake had not helped. Howard Pyle has made the dress and the homes of the middle ages clear before our eyes with his drawings. His fairy tales have been made irresistibly funny by them.

Writings in which the pictures are clear, in which one thought follows another in logical order, in which no time is lost in working up to the climax, hold the child's attention and interest without a waver and develop his power of concentration.

Any accounts of brutality should be avoided. In the story of Lobo the description of the killing of the white wolf is too dreadful

to let any child read. Such things, if they do not brutalize the child, at least familiarize him with brutality and therefore dull his sensibility to the sufferings of others. Aside from a few incidents such as the killing of the white wolf, Thompson-Seton awakens in his readers the deepest sympathy with the lives of the hunted, so we will forgive him these few parts, and scratch them from the child's book, for the sake of all the good he does the child and all the pleasure he gives him. But we cannot forgive the compiler of the books in the series Classics for children, who offers such stories as the Story of Bras-Coupe, by Cable. Some people wrongly think that whatever a writer of reputation offers, must of course be good.

Avoid sad stories with sad endings. Children should not be left in a depressed state from their reading. Stories like Dicky Boy and Sara Crewe, both of which have sad parts, may be given because the ending is so satisfactory that the book leaves the child happy.

Once in a while a little moral tacked at the end of a tale is good, but let such be

given only once in a while. As a rule a child resents moral tales, and he shows his good taste by so doing. It was only that wonderful product of Puritanism, the religious child of long ago, who could enjoy reading of his sins and short comings in duplicate tales; still

A little moral now and then
Is very good for most of them.

Among the books I once suggested to mothers was Aesop's Fables. One mother gave the book to her child. A few days before this the child had told an untruth, the first she had ever told, and she was still suffering with an awakened conscience. The child, who dearly loved new stories, opened her book in delightful expectancy and the first story she chose,—“how near are joy and grief in this world of woe”—was The boy and the wolf. One of the funniest books of moral tales is the Rabbit Witch, now published under the title Careless Jane. It is a collection of short poems, each telling of a disobedient little boy or girl, and of the just punishment which his disobedience brought to him.

"The Rabbit Witch will come I fear,
And steal you some of these fine days
Unless you learn to mend your ways."

A little in advance of this kind of tale is the one by Dean Howells, Christmas every day, in which a little girl's greediness for good things ends by inflicting her and all the community with a Christmas every day. All children love the story and none fail to appreciate the lesson it teaches.

Children should have libraries of their own. Some books will need many readings and such should be at hand whenever wanted. Their sweetness is best extracted at odd times rather than during the prescribed time allotted by the library. Such books as those by Howard Pyle, Rudyard Kipling, Joel Chandler Harris, James Baldwin, Mary Wilkins, Robert Louis Stevenson, Eugene Field, W. E. Griffis, and those edited by Alfred Church, Sydney Lanier and Kate Douglas Wiggin are the standard works for children and should be in every child's library.

In the following pages a selection is made of the books most worth while for the child to read. Sometimes a book will fall short of

being literature, but will be of value for some other reason. In the following lists the age at which the child can best take the books is indicated. Still, much will depend on the child's development and much on how the book is introduced to him.

No discussion is offered under fairy tales and folk lore as to the benefit or harm to the child of fairy tale reading. Each parent must decide that point for herself. The best fairy tales are offered.

Those who wish to read about fairy tales, their origin, their value, and the rest, will find Fairy tales, their origin and meaning, by Thackeray Bunce most satisfactory, as well as delightful reading. In Dr. Felix Adler's Moral training of children, the use of fables and fairy tales, stories from the Bible and epic poems, are dwelt on at length.

Literary landmarks by Mary Burt, and Literature in the elementary schools by Porter MacClintock are two books that are helpful to those interested in literature for children.

Though the selection of books to be owned is an individual matter, yet there are some

books which should be on every child's bookshelves to be ready for use when he is at the proper age to use them. In the following lists, such books are indicated by a *. In all cases where there is a choice of edition, the publisher is given. Most of the books in these lists are published in such a way as to be attractive to the children, both in binding and illustrations.

The Story Book

The story book is for the child's bed-time anticipation, his rainy day employment or his occasional pastime, but never for his everyday occupation. Children are apt to spend time reading which they should spend out of doors in play. The fact that a child is always pouring over a book does not necessarily indicate that he has literary tastes. After the child can read for himself, be careful not to read much to him; otherwise he will learn to depend on you.

For very young children

Bannerman. Story of little black Sambo

Brooks. Johnny Crow's garden

— Johnny Crow's party

— Picture books

Golden goose

Three bears

Three little pigs

Tom Thumb

Lang, ed. Nursery rhyme book

Mother Goose in silhouettes, cut by Katharine Buffum

Mother Goose melodies: the only true Mother Goose;

with an introd. by E. E. Hale

*Potter. Tailor of Gloucester

— Tale of Benjamin Bunny

— Tale of Peter Rabbit

— Tale of Squirrel Nutkin

*Poulsson. Finger plays

Smith, Gertrude. Booboo book

For a little older children

*Aesop. Child's version; ed. by Stickney

Bertelli. The prince and his ants

Burnett. The good wolf

*Hopkins. The sandman: his farm stories

Kipling. Just so stories

Lindsay. Mother stories

Morley. Donkey John of the Toy valley

Pyle, Katharine. As the goose flies

*— Christmas angel

— Counterpane fairy

— In the forest green

— Prose and verse for children

— Where the wind blows

*Whitney, H. H. Bed-time stories

For children under twelve

- Aanrud. Lisbeth Longrock
Baylor. Juan and Juanita
Brown, A. F. Lonesomest doll
Burnett. Little Lord Fauntleroy
*— Sara Crewe. Scribner
Canfield. Kidnapped campers
Coolidge. Eyebright
— Round dozen
Coppee. The sabots of Little Wolf. (In his Ten tales;
tr. by Learned)
Cox. The brownies, their book
Crichton. Peep in the world
DeFoe. Robinson Crusoe; ed. by Andrew Lang; or,
ed. by McMurry and Husted
Duncan. Story of Sonny Sahib
Ewing. Mary's meadow
— Story of a short life
*Harris. Uncle Remus and his friends
— Uncle Remus, his songs and stories
Jamison. Lady Jane
— Toinette's Philip
*Kipling. Jungle book
— Second jungle book
Lagerlof. Wonderful adventures of Nils
Lorenzini. Pinocchio's adventures; ed. by Mary Burt;
or, ed. by Sara Lockwood
Molesworth. Cuckoo clock
— Tell me a story
Mulock. Adventures of a brownie
— Little lame prince
Otis. Toby Tyler
Ouida. Dog of Flanders
— Nurnberg stove, and other tales

Pyle, Katharine. Nancy Rutledge
 Pyle, Katharine, and L. Porter. Theodora
 Richards. Five minute stories
 — Melody
 Selous. Tommy Smith's animals
 *Spyri. Heidi. Ginn
 Wharton. A last century maid
 Wilkins. Pot of gold
 *— Young Lucretia
 Wright. Tommy-Anne
 Wyss. Swiss family Robinson

For boys and girls over twelve

Alcott. Eight cousins. Little, Brown
 — Little men
 — Little women
 — Old-fashioned girl
 Brooks. Chivalric days
 — Leisler's times
 Clark. Will Shakespeare's little lad
 Dodge. Donald and Dorothy
 — Hans Brinker
 *Pyle, Howard. Men of iron
 — Merry adventures of Robin Hood
 — Otto of the silver hand
 — Story of Jack Ballister's fortunes
 Twain. The prince and the pauper

For boys over twelve

Barbour. The crimson sweater
 — Tom, Dick and Harriet
 — Harry's island
 — Captain Chubb
 Bennett. Barneby Lee

Davis. Four boys in New York
 Finnemore. Wolf patrol
 Grinnell. Jack the young explorer
 — Jack the young trapper
 — Jack the young ranchman
 — Jack in the Rockies
 Howells. A boy's town
 Hutton. A boy I knew, four dogs, and some more
 dogs
 Kipling. Captains courageous
 Matthews. Tom Paulding
 Pier. Boys of St. Timothy's
 — Harding of St. Timothy's
 Russell. Born to the blue
 — In West Point gray
 Warner. Being a boy

For girls over twelve

Ellis. Anne's terrible good nature
 — Wide Awake girls
 Haines. Luck of the Dudley Grahams
 Jewett. Betty Leicester
 Lillie. Nan
 Montgomery. Anne of Green Gables
 — Anne of Avonlea
 Rankin. Adopting of Rose Marie
 — Dandelion Cottage
 — Girls of Gardenville
 Remick. Glenloch girls
 Shaw. Castle Blair
 Stuart. Solomon Crow's Christmas pockets
 — Story of Babette
 Wiggin. Polly Oliver's problem
 — Rebecca of Sunnybrook farm
 — New chronicles of Rebecca

Fairy Tales and Folk Lore

For young children

- Aesop. Fables; ed. by Scudder
Andersen. Fairy tales. Lippincott
Baldwin. Fairy readers
*Carroll. Alice's adventures in Wonderland
— Through the looking-glass
Cruikshank, ed. Fairy book
Favorite fairy tales; illus. by Newell. Harper
Grimm. Animal stories. Duffield
— Fairy tales; ed. by Lucas; illus. by Rackham
— Fairy tales; ed. by Mabie
— Hansel and Gretel. Stokes
Ingelow. Mopsa the fairy. Lippincott
Kennedy. New World fairy book
La Fontaine. Fables; illus. by Park and Bull. Nelson
Lang, Andrew, ed. Blue fairy book
— Red fairy book
MacDonald. At the back of the north wind. Lippincott
— The light princess. Lippincott
— The princess and Curdie. Lippincott
— The princess and the goblin. Lippincott
Pitman. Chinese fairy stories. Crowell
*Pyle, Howard. Pepper and salt
*— Wonder clock
Pyle, Katharine. See Story books
Reynard the Fox; ed. by Smythe
*Scudder. Book of folk stories
Williston. Japanese fairy tales
Wilson. Myths of the red children
Woodward & O'Connor. Peter Pan picture book. Bell

For older children

Dixon, ed. Fairy tales from the Arabian nights

*Drake. Culprit fay

Kingsley. Water babies. Macmillan

*Pyle, Howard. Twilight land

Sindbad the sailor; illus. by William Strang

*Stockton. Queen's museum. Scribner

Thackery. The rose and the ring. Putnam

*Wiggin & Smith, ed. The fairy ring. McClure

— Tales of wonder. McClure

— Tales of laughter. McClure

— Magic casement. McClure

*The Arabian nights entertainment. Scribner

Literature as a Study

To cultivate a child's taste for literature, teach him to love the best writings that are suited to his understanding. Do not make the serious mistake of giving him books written for older people and suitable only for them. This mistake is constantly made. The Last days of Pompeii, the Marble faun, the Scarlet letter and the like, even though abridged, are not books for children. They deal with problems and sentiments that are beyond the child's understanding.

Before beginning a systematic study of literature, train and quicken the child's imagination and artistic feeling by reading aloud to him in such a way as to bring out the spirit of the book. The Uncle Remus tales, the Jungle books, Howard Pyle's books and Drake's Culprit fay I recommend for their richness of imagination and thought, Howard Pyle's especially for the strength, force, freedom and grace of their expression.

The early history of every great people has tales telling of the deeds of their great

heroes. These tales were first told simply, later they were developed and improved until they became crystallized in a form that will stand for all future time. Often the mythology or religion of the country is interwoven with these hero tales. These so-called epic poems form the corner stones of literature. For this reason it would be well to make them the basis of the child's study of literature. The ones that are the most suitable for this purpose are the Iliad, the Nibelungenlied and the tales of King Arthur. The child's introduction to these must be gradual and pleasant, otherwise he will not care for them.

Tales of King Arthur are the best. There are many collections of these; but the most satisfactory to take first are Frost's Court of King Arthur, his Knights of the Round Table, or Lang's Tales of the Round Table. Follow these with Malory's King Arthur and his noble knights, retold by Mary MacLeod, and Howard Pyle's Story of King Arthur and his knights. As an introduction to the Nibelungenlied give the Wagner story book by Frost, The story of the Rhinegold and Wonder tales from Wagner

by Chapin, and The Story of Siegfried by Baldwin.

Before the age of twelve the child should be familiar with the principle Greek myths and hero tales. Read to him parts of Baldwin's Story of the golden age that he may have a better understanding of the Iliad. For the Iliad itself, use Church's Iliad for boys and girls told from Homer in simple language, followed by his Story of the Iliad. These are not in verse.

The study of the epics may be followed by the study of some of the writings of the world's best authors. Stories from the Greek tragedians by Church gives a usable edition of the selected writings of Aeschylus, Euripides and Sophocles. It would be well to leave the study of Shakespeare until later, but if taken use Mara Pratt's Stories from Shakespeare, or Lamb's Tales from Shakespeare. In Mara Pratt's Stories the original verse is kept, with omission of such parts as would not be of any special interest to children. The thread of the story is kept in short prose accounts. The Canterbury tales is treated in the same

way in Mrs. Haweis's Chaucer for children. Mary Macleod's Stories from the Faerie queene is excellent, as is also Cervantes' Don Quixote of the Mancha, retold by Judge Parry. For the general study of English literature Marshall's Child's English literature is the most satisfactory.

Epics and Hero Tales

Greek

- *Baldwin. Story of the golden age
Church. Iliad for boys and girls. Macmillan
- Odyssey for boys and girls. Macmillan
- *Harding. Stories of Greek gods, heroes and men
Hawthorne. Tanglewood tales; illus. by Parrish
Hutchinson. The golden porch
- Orpheus with his lute
- Perry. The boy's Iliad
- The boy's Odyssey

Spanish

- Cervantes. Don Quixote of the Mancha; ed. by Parry
- Wilson. Story of the Cid for young people

French

- Baldwin. Story of Roland

Persian

- Church. Stories of the magicians

Tales of the Nibelung

- Chapin. Story of the Rhinegold

Frost. Wagner story book
McSpadden. Stories from Wagner

Tales of King Arthur

Frost. Knights of the Round Table
Lang. Tales of the Round Table
*Malory. Boy's King Arthur; ed. by Lanier
*Pyle, Howard. Story of King Arthur and his knights
— Story of the champions of the Round Table
— Story of Sir Launcelot and his companions
— Story of the grail and the passing of Arthur.

Poetry

For children under eight years

Brown. Fresh posies. Houghton
Headland, tr. Chinese Mother Goose rhymes.
Higgins. Dream blocks
Peabody. Book of the little past
Pyle, Katharine. Childhood
Wiggin & Smith. Pinafore palace
*Pyle. Careless Jane

For children under ten years

Chisholm. The golden staircase; illus. by Parrish
*Coussens. Poems children love
*Elliott. Mother Goose's nursery rhymes and nursery
songs set to music
Field. Love-songs of childhood
*— Poems of childhood; illus. by Parrish. Scribner
— With trumpet and drum
Longfellow. Song of Hiawatha
Riley. The raggedy man. Bobbs-Merrill
— Rhymes of childhood
St. Nicholas. Songs

*Stevenson. Child's garden of verses; illus. by Smith.
Scribner

— Stevenson song book

Thaxter. Stories and poems for children

*Wiggin & Smith. Posy ring

For children over ten years

*Bert, ed. Poems every child should know

Eggleston. American war ballads and lyrics

*Haweis, ed. Chaucer for children. London, Chatto

Hazard, ed. Three years with the poets

Lanier, ed. The boy's Percy

*Longfellow. Children's Longfellow. Houghton

*Palgrave. Children's treasury of English song

Repplier, ed. Book of famous verse

*Wiggin & Smith. Golden numbers. McClure

Classics, edited for children

Bunyan. Pilgrim's progress; illus. by Shaw. Scribner

Chaucer. Chaucer for children; by Mrs. Haweis

— The Canterbury tales; ed. by Mackaye

Dickens. The chimes; illus. by S. A. Williams

Drake. The culprit fay

Fouque. Undine; illus. by Rackham

Hale. The man without a country. Outlook Co.

Moulton, ed. Reader's Bible; children's series. 2 vol.

Scott. Red Cap adventures; ed. by S. R. Crockett

— Red Cap tales; ed. by S. R. Crockett

Shakespeare. Stories from Shakespeare; by Mara Pratt

— Tales from Shakespeare; by Charles and Mary

Lamb; illus. by Price

Spenser. Faerie queene; ed. by Macleod

Sweester, ed. Boys and girls from Thackeray. Duffield

— Child studies from George Eliot. Duffield

— Ten girls from Dickens. Duffield

The Study of History

A child at the age of sixteen years should have a fair knowledge of the life and works of the people of the past,—history. He should know of the characteristic life of the people of the principal countries of the world,—travel. That is, he should know the characteristics of all the principle civilizations of the past and present. The following outline is arranged with this in mind, under marked periods of history. This includes a simple study of the art, architecture, literature and the manners and customs of the people, as well as some of the greatest happenings.

I wish to emphasize the value of a good historical story in the study of history. It portrays the manners and customs of the people and also shows the spirit of the times. Without this last, history is nothing but a framework.

History Study for Young Children

Young children can easily be introduced to the story of the past through simple tales of mythology and hero tales, by descriptions of

great buildings and pictures taken from the life of the people. The first of all hero tales to be given are the ones from the Bible. Moulton's Reader's Bible, children's series, contains the exact wording of the Bible with parts not easily appreciated by the child omitted.

The following books will be of value for the young child:

Ancient

Gibbons. The earliest people

Dopp. Tree dwellers

— Cave dwellers. 2 parts

— Tent dwellers

Moulton, ed. Modern reader's Bible: children's series

Medieval

European

Frost. Wagner story book

Gibbons. People of the middle ages. (in preparation)

Lang. Tales of the Round Table

*Pyle, Howard. Merry adventures of Robin Hood

(See also his books in list of epics)

*Pyle, Katharine. Where the wind blows

Eastern

*Arabian nights; ed. by Wiggin

Kipling. The king's ankus. (In his Second Jungle book)

Pyle, Howard. Twilight land

American

- Dawes. Stories of our country
*Earle. Child life in colonial days. Macmillan
Husted. Stories of Indian chieftains
— Stories of Indian children
Judd. Wigwam stories
Wilson, Myths of the red children

Outline for history study

Ancient people

Stone age

- *Ragozin. Earliest peoples, chap. 1 and 2. (Her History of the world, v. 1)

Egyptians

- 4000 B. C. Pyramid builders
Brooks. Cinderella's ancestor. (In his Chivalric days)
1300 B. C. Rameses II., Moses
Leonowens. The Egyptians. (In Wide awake, March, 1888)
Church, ed. Stories of the East from Herodotus

Hebrews, Phoenicians

- 1000 B. C. David, Solomon, Hiram
Leonowens. The Phoenician. (In Wide awake, April, 1888)
— The Ibrhi. (In Wide awake, April, 1888)
Moulton, ed. Reader's Bible: children's series.
Old Testament

Greece

- 500 B. C. Age of Pericles
*Church, ed. Stories from the Greek tragedians

Haaren & Poland. Famous men of Greece
*Plutarch. Greek lives; tr. by C. E. Byles
(See also books under Hero tales, Travel)

Rome

A. D. Julius Caesar
Josephus. Story of the last days of Jerusalem; ed.
by Church
Haaren & Poland. Famous men of Rome
Brooks. The gage of a princess. (In his Chivalric
days)
(See also books under Travel)

Middle ages

600 A. D. to 1000 A. D.

Asia Minor. Mohammed, Haroun-al-Raschid
Wiggin, ed. Arabian nights
Europe. Seigfried, Charlmagne, Alfred
Baldwin. Story of Roland
Brooks. Rede of the elves. (In his Chivalric days)
(See also books under Epics)

1000 A. D. to 1400 A. D.

Feudal times

Germany.

Lang, ed. Stories from the Crusades
*Pyle, Howard. Otto of the silver hand

England. William the Conqueror, Richard Coeur de Lion

Brooks. Edith of Scotland. (In his Historic girls)
*Pyle, Howard. Merry adventures of Robin Hood

Chivalry

- The Edwards, Henry IV.
- *Malory. Boy's King Arthur; ed. by Lanier
Pyle, Howard. See his books in list of epics
- *Froissart. Boy's Froissart; ed. by Lanier
Boutet de Monvel. Joan of Arc. Century Co.
- *Haweis. Chaucer for children
- *Pyle, Howard. Men of iron

1400 A. D. to 1600 A. D.

Renaissance

Italy. De Medici family

- Brooks. Catarina of Venice. (In his Historic girls)
- Giovanni of Florence. (In his Historic boys)

New World and Old. Columbus, Isabella, Prince Henry of Portugal

- Griffis. Romance of conquest
- Romance of discovery

Holland and Spain. William the Silent, Philip II.

- Dodge. The land of pluck
- *Griffis. Brave little Holland
- Young people's history of Holland

France. Catherinè de Medici

- Weyman. The house of the Wolf

Germany. Luther

- Charles. Schonberg-Cotta family

England. Henry VIII., Elizabeth

- Brooks. Elizabeth of Tudor. (In his Historic girls)
- Story of the Field of the cloth of gold. (In his
Chivalric days)

*Marshall. An island story: a child's history of England. Stokes
— Scotland's story. Stokes
Twain. The prince and the pauper

After 1600 A. D.

Synge. The great Victorian age

American history

Colonial times

Bennett. Barnaby Lee
Brooks. In Leisler's times
Earle. Child life in colonial days
*Irving. Legend of Sleepy Hollow
— Rip Van Winkle
*Pyle, Howard. Story of Jack Ballister's fortunes
Stockton. Buccaneers and pirates of our coasts

Revolutionary times

Brooks. Little lord of the manor. (In his Chivalric days)
— Van Rensselaer of Rensselaerswyck. (In his Historic boys)
Gordy. American leaders and heroes
Lodge & Roosevelt. Hero tales from American history

Civil war times

Andrews. The perfect tribute

Badeau, Adam. Battle of Gettysburg.—General Grant at Vicksburg.—Sheridan in the valley.—Sherman's march to the sea.—Story of the Merrimac and the Monitor. (In St. Nicholas, 1887)

Nicolay, Helen. Boys' life of Abraham Lincoln

The Romance of history series and the Romance of empire series, edited by John Lang are very well written books. Those already published are given below. Others are to be issued.

Australia; by Lang
Canada; by Willson
Mexico; by Kelly
Netherlands; by Macgregor
New Zealand; by Horsley
Outposts of empire; by Lang
South Africa; by Colvin

The Children's heroes series, also edited by John Lang, furnishes excellent historical biographies. It includes

Robert Bruce; by Jeanie Lang
Columbus; by Imlach
Captain Cook; by John Lang
Oliver Cromwell; by Marshall
Joan of Arc; by John Lang
Abraham Lincoln; by Hamilton
Napoleon; by Marshall
Nelson; by Sellar
Sir Walter Raleigh; by Kelly

Travel

For children under ten—

Fricero. Little French people
Kipling. Jungle book
— Second jungle book
Peary. Snow baby
— Snowland folk
Schwatka. Children of the cold
Spyri. Heidi
Campbell. Children of the world series, not yet complete; includes
 Story of little Jan, the Dutch boy
 Story of Konrad. (Swiss)
 Story of little Metzu. (Japanese)
 Story of Wah Sing. (Chinese)

Little people everywhere series; published by Little, Brown; not yet complete; includes

Betty in Canada
Boris in Russia
Donald in Scotland
Fritz in Germany
Gerda in Sweden
Hassam in Egypt
Josefa in Spain
Kathleen in Ireland
Manuel in Mexico
Marta in Holland
Rafael in Italy
Ume San in Japan

For children over ten

Africa

Peeps at many lands
Egypt; by Kelly
Morocco; by Finnemore
South Africa; by Kidd

America

Grinnell. Story of the Indian
Lummis. Some strange corners of our country
St. Nicholas, 1893-4. City series: Baltimore, Boston,
Chicago, New Orleans, Philadelphia, St.
Augustine, Washington
Peeps at many lands
Canada; by Bealby
Jamaica; by Henderson

Europe

Dodge. Hans Brinker
— Land of pluck
Stockton. Personally conducted
Peeps at many land
Belgium; by Omond
Corsica; by Young
England; by Finnemore
France; by Finnemore
Germany; by Sidgwick
Greece; by Browne
Holland; by Jungman
Iceland; by Leith
Italy; by Finnemore
Norway; by Mockler-Ferryman
Portugal; by Goodall
Scotland; by Grierson
Switzerland; by Finnemore

Asia and Oceanica

- Gibson. In eastern wonderlands. Little, Brown
Kennan. Tent life in Siberia
Peeps at many lands
Burma; by Kelly
China; by Johnston
Holy Land; by Finnemore
India; by Finnemore
Japan; by Finnemore
New Zealand; by Vaile
Siam; by Young
South seas; by Abbott

Art, Music

- *Conway. The children's book of art. Black
Forbes. The charm string
Hurl. Greek sculpture
— Tuscan sculpture
*Lillie. The story of music and musicians
Whitcomb. Young people's story of art
— Young people's story of music

Occupations, Sports

For children under ten

- Beard. Little folks' handybook
Benton. Saturday mornings
Duncan. When mother lets us garden
Johnson. When mother lets us cook
— When mother lets us help
Ralston. When mother lets us sew
Yale. When mother lets us give a party

For children over ten

- Adams. Harper's indoor book for boys
- Harper's outdoor book for boys
- Angell. Play
- Barbour. Book of school and college sports
- Beard. American boys' handy book
- Jack of all trades
- Outdoor book for boys
- Bond. Scientific American boy
- Foster. Elementary woodworking
- Howden. Boys' book of airships
- Boys' book of locomotives
- Boys' book of steamships
- Jenks. Chemistry for young people
- Williams. How it works
- Romance of modern mechanism

Plays

- McFadden & Davis. Selected list of plays
- Mackay. House of the heart, and other plays
- St. Nicholas book of plays and operettas. Century Co
- Stevenson. Children's classic in dramatic form
- Syrett. Six fairy plays for children

Nature Study

Children of to-day are much interested in the study of nature. During the last ten years many excellent books about birds, flowers, etc., have been written expressly for children, or written in such a simple way that they can be easily used by them. Some of the nature books are guide books or study books, such as Doubleday's Bird neighbors or Weed's Wild flower families. Some are written in story form, such as Seton's Wild animals I have known. There has been much said of late as to the incorrect impression of wild life given in this sort of writing; but none of us feel that we can lose Silver Spot, Red Ruff and their companions from our literature of nature.

Bird books

Beebe. The bird

Blanchan. Bird neighbors

*— Birds that every child should know

Chapman. Bird-life

Dugmore. Bird homes

Eckstorm. The woodpeckers

Marks & Moody. Holiday with the birds

*Miller. The first book of birds. (For very young children)

— The second book of birds

Porter. What I have done with birds

Also all bird books by Burroughs, Merriam and Miller

Butterfly and insect books

Comstock. How to know the butterflies
Marks & Moody. Little busybodies
Schwartz. Wonderful little lives
Scudder. Every-day butterflies

Animal books

*Burroughs. Squirrels and other fur-bearers
— Ways of nature
Cornish. Animal artisans
Hulbert. Forest neighbors

Flower books

*Blanchan. Wild flowers every child should know
Dana. How to know the wild flowers
 (Grouped according to coloring)
Higgins. Little gardens for boys and girls
Mathews. Familiar flowers of field and garden
 (Grouped according to time of blossoming)
Miller & Whiting. Wild flowers of the northeastern
 states. (Grouped according to families)
Pratt. The fairyland of flowers
*Rogers. Trees every child should know
Weed. Wild flower families

Animal stories

Long. Whose home is in the wilderness
— Wilderness ways
Roberts. Flying plover
— Kindred of the wild
— Watchers of the trails

